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ABSTRACT

This report on gifted education is based on surveys returned by central education agencies in 47 states and Guam. The report contains informational charts which provide a broad overview of state level services for gifted students. An analysis of the data follows every chart. Included are data on: state mandates and regulations on gifted education; state funding of gifted services; the level of state personnel support for the program; state definitions and identification of students; programming services; program accountability; required teacher endorsement and preparation; state gifted support services; overall state agency activities; involvement of gifted education offices in general or other special education programs and in the development of proficiency indicators for major disciplines and advanced achievement; forces affecting the delivery of gifted education services; and gifted education needs. A final section contains the names, addresses, and telephone numbers of contact persons at state education agencies and state associations. Findings included the following: 65 percent of respondents reported mandates for identification of gifted students, 56 percent indicated the gifted education office had been involved with developing proficiency indicators in major discipline areas, and anti-ability grouping sentiment was identified as the most powerful force affecting the delivery of gifted education services. (CR)

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